

Job title	Grade	School	Location
Teaching Assistant Level 3	2C	Moorside Community Primary School	Holdsworth Street, Swinton, M27 0LN

Note to manager

In completing this form, you are setting the expected standard for the person you need for this job on this occasion. Once completed, it will help to create your shortlist of candidates and to devise the questions you ask at interview. Please describe the criterion in ways that are both accurate and capable of being tested. Above all, the requirements must be job related and non-discriminatory. The job description, person specification and advertisement must be consistent. Each of the criteria must be identified under the **Essential** or **Desirable** headings. Whilst all criteria are important, those marked **Essential** must be met before an interview can be offered. (See Section 6 of the Recruitment and Selection Code of Practice for more information on producing a person specification)

Note to applicants

Whilst all criteria below are important, those under the **Essential** heading are the key requirements. You should pay particular attention to these areas and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

(*See grid overleaf)

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
1.	Has up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	A/I/C
2.	Very good Numeracy skills (equivalent to Level 2).	A/I/C
3.	Very good Literacy skills (equivalent to Level 2).	A/I/C
4.	Supporting Teaching and Learning Level 3 Diploma or a willing ness to engage in this	A/I/C
5.	Can use ICT effectively to support learning. Use of other equipment technology.	A/I
6.	Experience of working with children with complex needs including SEHM and/or Autism	A/I
7.	Full working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.	A/I
8.	Understanding of principles of child development and learning processes with a special interest in SEND including Autism and SEMH	A/I
9.	Understanding the use and implementation of behaviour management strategies with a particular focus on relational approaches and nurture.	A/I

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
10.	Understanding of basic teaching skills including speech and language (SALT) and support for pupils who struggle with communication and interaction such as Core Word and Attention Autism	A/I
11.	Ability to self-evaluate learning needs and actively seek learning opportunities	A/I
12.	Ability to relate well to children and adults in particular children with complex needs and their parents	A/I
13.	Work constructively as part of a team, understanding the changing needs of adaptive provisions	A/I
14.	Experience working with children of relevant age	A/I

Desirable criteria	Necessary requirements – skills, knowledge, experience etc.	* M.O.A.
1.	Completion of Teaching Assistant Introductory Training	A/I/C
2.	Training in relevant strategies in particular curriculum or learning area	A/I/C
3.	Where designated to work in a particular curriculum area to work towards Level 2 in that subject area.	A/I
4.	Appropriate First Aid Training	A/I/C
5.	Good knowledge and understanding of the National Curriculum, in particular EYFS	A/I
6.	Use basic technology – Edukey, AET Tracker for ASD and ICT (all to be supported within school)	A/I

Completed by	Date	Approved by	Date

Method of assessment (* M.O.A.)

A = Application form, **C** = Certificate, **E** = Exercise, **I** = Interview, **P** = Presentation, **T** = Test, **AC** = Assessment centre